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~~Barriers Student Learning Threshold~~

From this original study, researchers across the globe have studied the TC of their own disciplines and implications for student learning. From research on threshold concepts, we know that they are: ...

~~Understanding Threshold Concepts~~

REACH Knowledge, Learning ... student targets or teams of students working toward a collective goal is likely to be more effective in incentivizing poor-performing students, and how results-based ...

~~Knowledge, Learning, and Innovation Grants~~

But it leads us to a heartening principle: if blacks are

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made less racially vulnerable in school, they can overcome ... students are admitted with qualifications well above the threshold for ...

~~Race and the Schooling of Black Americans~~

Based on the latest data from the Philippine Statistics Authority, the poverty threshold in Palawan ... pandemic in-person classes, learning of the struggling IP students were augmented by other ...

~~It takes a village: Batak students and their struggles in distance learning~~

Through the Discover Medicine and Realising Opportunities (RO) schemes, we aim to encourage

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applications from Home students from under-represented ... Those who work hard to overcome these barriers do ...

~~Widening access to medicine~~

Considering race as one factor among many in admissions decisions produces a more diverse student body which strengthens the learning ... barriers and obstacles that have been faced, overcome ...

~~Ketaji Brown Jackson says she would RECUSE herself from Harvard affirmative action case~~

If a team ' s 40-player payroll exceeds a certain threshold (\$210 million in 2021 ... peer instructors are

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guiding students in a wastewater management course that puts them on the path to ...

~~Today ' s Premium Stories~~

Schoolchildren and students all over the world have been taking to the streets on Fridays to protest the inaction of their parents ' and grandparents ' generations. Young people no longer want ...

~~Module Price Index~~

Indoor events can be held at up to 25 per cent of capacity, while the threshold would be increased ... The uptick comes as college students begin spring break, typically a week-long academic ...

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~~Coronavirus: Connecticut, Kansas, Mississippi and DC speed up vaccine rollouts — as it happened~~

Approximately two weeks after the start of the third dose inoculation campaign, the State of Israel crossed the threshold ... a hands-on learning experience for university students as they have ...

~~Coronavirus: NY state and Washington mandate masks for healthcare workers — as it happened~~

Masks will be optional in public schools for students aged 5 and older.

~~Health News~~

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Programs like CUNY ASAP, Bottom Line and One Million Degrees have counselors or case managers who work closely with students to help them overcome any barriers to completing their college degree. They ...

~~How States Can Use Federal Relief Funds to Boost College Graduation~~

Glycosuria alone, especially without ketonuria, may be caused by a low renal glucose threshold. Thus, an elevated blood glucose concentration must be documented to diagnose diabetes. Similarly ...

~~Care of Children and Adolescents With Type 1 Diabetes~~ Michelle Yeoh stars as a stressed-out laundromat

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owner dragged into cosmic battle and genre chaos. By A.O. Scott A lonely teenager is traumatized by her mother ' s volatile behavior in this ...

It has long been a matter of concern to teachers in higher education why certain students ' get stuck ' at particular points in the curriculum whilst others grasp concepts with comparative ease. What accounts for this variation in student performance and, more importantly, how can teachers change their teaching and courses to help students overcome such barriers? This book examines the difficulties of student learning and offers advice on how to overcome them through course

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design, assessment practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines, including the social sciences, the humanities, the sciences and economics.

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This book presents a wide selection of issues currently of interest and concern in higher education institutions in Ireland. The chapters are snapshots of the intersection between theory, practice and research in particular settings; they are not meant to be comprehensive. Nevertheless, they present practice approaches, new theoretical considerations and informal conversations, and include signposts to important literature in the area. The authors

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contextualise current concerns, and discuss how they have responded strategically to national and international trends in higher education. They also highlight how new roles and identities for staff and students in higher education have emerged in response to changes in institutional, social and technological contexts, among others. This book contains the following: (1) Higher Education in Ireland: Introduction (Bettie Higgs and Marian McCarthy); (2) Writing Identity through the Educational Developers in Ireland Network (EDIN) (Ciara O'Farrell); (3) Mature Cynics and Fledgling Eclectics: Elaborating Instructional Design for the Net Generation (David Jennings and Diane Cashman); (4) Promoting Integrative Learning in

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First-year Science (Bettie Higgs); (5) The Journey to High Level Performance: Using Knowledge on the Novice-Expert Trajectory to Enhance Higher Education Teaching (Sarah Moore, Geraldine O'Neill and Terry Barrett); (6) Integrating Concepts of Integrative Learning (Bettie Higgs and Brendan Hall); (7) Strategies for Implementing Group Work in Large Classes: Lessons from Enquiry-Based Learning (Geraldine O'Neill and Ivan Moore); (8) Supporting Graduate Teaching Assistants at Trinity College Dublin (Jacqueline Potter and Orla Hanratty); (9) Teaching for Understanding for Lecturers: Towards a Scholarship of Teaching and Learning (Marian McCarthy); (10) Encouraging Student Creativity in Higher Education

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(Terry Barrett and Roisin Donnelly); (11) Reflections on Conversations as a Catalyst for Change 2003-2007 (Marion Palmer and Conor Heagney); (12) The Changing Role of the Academic Library in Learning and Teaching (Helen Fallon and Ellen Breen); and (13) The Role of a Virtual Learning Environment (VLE) in the Teaching of an Accredited Module in Information Literacy Skills (Claire McAvinia, Helen Fallon and Mairead McQuaid). Librarians' Reflections are appended. Each section contains tables, figures, and references.

This is the second volume in this series dedicated to Theory and Method in Higher Education Research.

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Publishing contemporary contributions to international debates regarding the application and development of theory and methodology in researching higher education, this volume aims to offer a channel for discussion, critique and innovation.

Over the last decade the notion of ‘ threshold concepts ’ has proved influential around the world as a powerful means of exploring and discussing the key points of transformation that students experience in their higher education courses and the ‘ troublesome knowledge ’ that these often present.

Pedagogical Perspectives on Cognition and Writing

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addresses a scholarly audience in writing studies, specifically scholars and teachers of writing, writing program administrators, and writing center scholars and administrators. Chapters focus on the place of cognition in threshold concepts, teaching for transfer, rhetorical theory, trauma theory, genre, writing centers, community writing, and applications of the Framework for Success in Postsecondary Writing. The 1980s witnessed a growing interest in writing studies on cognitive approaches to studying and teaching college-level writing. While some would argue this interest was simply of a moment, we argue that cognitive theories still have great influence in writing studies and have substantial potential to continue

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reinvigorating what we know about writing and writers. By grounding this collection in ongoing interest in writing-related transfer, the role of metacognition in supporting successful transfer, and the habits of mind within the Framework for Success in Postsecondary Writing, *Pedagogical Perspectives on Cognition and Writing* highlights the robust but also problematic potential cognitive theories of writing hold for how we research writing, how we teach and tutor writers, and how we work with community writers. *Pedagogical Perspectives on Cognition and Writing* includes a foreword by Susan Miller-Cochran and an afterword by Asao Inoue. Additional contributors include Melvin E. Beavers, Subrina Bogan, Harold Brown, Christine

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Cucciarre, Barbara J. D ' Angelo, Gita DasBender, Tonya Eick, Gregg Fields, Morgan Gross, Jessica Harnisch, David Hyman, Caleb James, Peter H. Khost, William J. Macauley, Jr., Heather MacDonald, Barry M. Maid, Courtney Patrick-Weber, Patricia Portanova, Sherry Rankins-Robertson, J. Michael Rifenburg, Duane Roen, Airlie Rose, Wendy Ryden, Thomas Skeen, Michelle Stuckey, Sean Tingle, James Toweill, Martha A. Townsend, Kelsie Walker, and Bronwyn T. Williams.

This book provides a practical, evidence-based guide to teaching introductory Women's and Gender Studies courses. Based on the findings of a Scholarship of Teaching and Learning project that analyzed 72 Intro

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students' written work, the authors equip instructors with key principles that can help them adapt their pedagogy to a range of classroom environments. By putting student learning at the center of course design, the authors invite readers to reflect on their own investments in and goals for the introductory course. The book also draws on the authors' combined decades of teaching experience, and aims to help instructors anticipate the emotional, intellectual, and interpersonal challenges and rewards of teaching and learning in the introductory WGS course. Chapters focus on course design, including identifying desired learning outcomes (in terms of course content, skills, and dispositions or habits of mind); choosing course materials; pedagogical

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activities; and assessing student learning. This book will be an invaluable resource for experienced WGS instructors and those seeking or planning to teach it for the first time, including graduate students and high school teachers.

This book focuses on the phenomenon of Chinese postgraduate students studying abroad and depicts their learning trajectory as they adjust to a new culture of teaching and learning in a new environment. It uses an example from a British university to draw together intercultural learning theories to explore the impact that studying abroad has.

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Reading Across the Disciplines offers a collection of twelve essays detailing a range of approaches to dealing with students' reading needs at the college level. Transforming reading in higher education requires more than individual faculty members working on SoTL projects in their particular fields. Teachers need to consider reading across the disciplines. In this collection, authors from Australia and North America, teaching in a variety of disciplines, explore reading in undergraduate courses, doctoral seminars, and faculty development activities. By paying attention to the particular classroom and placing those observations in conversation with scholarly literature, they create new knowledge about reading in higher education from

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disciplinary and cross-disciplinary perspectives. Reading Across the Disciplines demonstrates how existing research about reading can be applied to specific classroom contexts, offering models for faculty members whose own research interests may lie elsewhere but who believe in the importance of reading.

The Teaching of Criminal Law provides the first considered discussion of the pedagogy that should inform the teaching of criminal law. It originates from a survey of criminal law courses in different parts of the English-speaking world which showed significant similarity across countries and over time. It also

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showed that many aspects of substantive law are neglected. This prompted the question of whether any real consideration had been given to criminal law course design. This book seeks to provide a critical mass of thought on how to secure an understanding of substantive criminal law, by examining the course content that best illustrates the thought process of a criminal lawyer, by presenting innovative approaches for securing active learning by students, and by demonstrating how criminal law can secure other worthwhile graduate attributes by introducing wider contexts. This edited collection brings together contributions from academic teachers of criminal law from Australia, New Zealand, the United Kingdom, and

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Ireland who have considered issues of course design and often implemented them. Together, they examine several innovative approaches to the teaching of criminal law that have been adopted in a number of law schools around the world, both in teaching methodology and substantive content. The authors offer numerous suggestions for the design of a criminal law course that will ensure students gain useful insights into criminal law and its role in society. This book helps fill the gap in research into criminal law pedagogy and demonstrates that there are alternative ways of delivering this core part of the law degree. As such, this book will be of key interest to researchers, academics and lecturers in the fields of criminal law,

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pedagogy and teaching methods.

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